



BELVEDERE INTERNATIONAL SCHOOL

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**DEALING WITH STUDENTS WHO ARE  
SIGNIFICANTLY WORKING BELOW THEIR  
EXPECTED LEVEL FOR THEIR  
CHRONOLOGICAL AGE  
POLICY AND PROCEDURES  
2024-2025**

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📍 Hilli, Al Ain, United Arab Emirates

🌐 [www.belvedereinternationalschool.com](http://www.belvedereinternationalschool.com)





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### Policy

The school recognises that some students may experience difficulties in achieving age-related academic norms due to a variety of reasons, such as learning difficulties, emotional or behavioural issues, or language barriers. It is our policy to provide a supportive and inclusive learning environment that caters to the diverse needs of all our students, including those who are significantly working below their expected level for their age.

### Procedures

#### Identification and Assessment:

Teachers will monitor the progress of their students regularly and identify those who are significantly working below their expected level for their age.

The school will conduct a thorough assessment of the student's learning needs and identify the underlying causes of their difficulties.

Parents or guardians will be informed of their child's difficulties and invited to attend a meeting to discuss the assessment results.

#### Development of Individual Education Plan (IEP):

The school will develop an Individual Education Plan (IEP) that outlines specific and bespoke learning targets, teaching strategies, and support services to meet the student's needs.

The IEP will be reviewed regularly and updated as necessary to ensure that it remains relevant and effective.

Teachers will be provided with training and support to implement the IEP effectively and monitor the student's progress towards achieving their learning targets.

Implementation of IEP:

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Teachers will implement the IEP in collaboration with the student and their parents or guardians, and provide regular feedback on their progress towards achieving their learning targets.

The school will provide additional support services, such as counselling, language support, or extra-curricular activities, to help the student overcome their difficulties and build their confidence and self-esteem.

The school will involve external specialists, such as educational psychologists or speech therapists, as necessary to provide additional support and advice to the student and their teachers.

### **Monitoring and Evaluation:**

The school will monitor the progress of students who are working below their expected level for their age, and evaluate the effectiveness of the IEP in achieving their learning targets.

The school will review the IEP regularly and make necessary adjustments to ensure that it remains relevant and effective.

The school will involve parents or guardians in the monitoring and evaluation process, and seek their feedback and suggestions for improvement.

The school is committed to ensuring that all our students receive the support and guidance they need to reach their full potential. This policy and procedure for dealing with students who are significantly working below their expected level for their age, and the procedures for teachers to implement a specific and bespoke individual education plan, is an essential part of our commitment to inclusive education alongside UAE Values.

We recognize that every student has unique learning needs, and we will work collaboratively with parents, teachers, and external specialists to ensure that every student receives the support and resources they need to succeed.

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By identifying and addressing the underlying causes of their difficulties, and by providing tailored support and strategies, we will enable our students to build their confidence and self-esteem, and achieve their learning targets.

We will regularly monitor and evaluate the effectiveness of this policy and procedure, and make necessary adjustments to ensure that it remains relevant and effective. Our goal is to provide a supportive and inclusive learning environment that fosters academic, social, and emotional growth for all our students, regardless of their background or abilities.

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